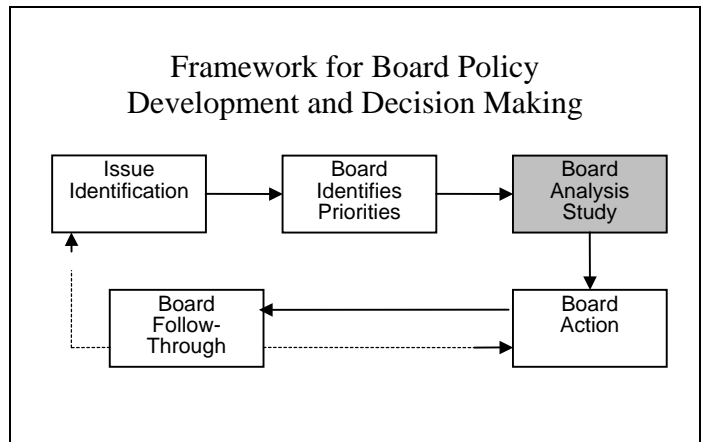


Iowa State Board of Education

Executive Summary

December 11, 2006



Agenda Item:	Leadership Standards
Iowa Goal:	All K-12 students will achieve at high levels, prepared for success beyond high school.
Equity Impact Statement:	To provide educational leaders who understand the need to provide and to facilitate the conditions for equitable learning environments.
Presenter:	<p>Troyce Fisher, Project Director, State Action for Educational Leadership Partnership (SAELP) II</p> <p>Dan Smith, Executive Director, School Administrators of Iowa</p> <p>Brad Buck, Associate Superintendent for Teaching and Learning, Waukee Community Schools; Vice President of School Administrators of Iowa</p>
Attachments:	2
Recommendation:	It is recommended that the State Board hear and discuss the proposed leadership standards.
Background:	<p>The work to develop leadership standards has been a component of a comprehensive leadership initiative of the Department in collaboration with the School Administrators of Iowa (SAI), the Iowa Association of School Boards, the Iowa State Education Association, the Area Education Agencies and the state's administrator preparation institutions. The leadership standards included in this presentation are the result of many years of research and discussion. Resources from a Wallace Foundation SAELP grant as well as in-kind and financial support from SAI have supported the work.</p>

History of Leadership Partnership 1990-2006

June-October 1990	Commission on Enhancing Educational Leadership in Iowa which focused on identification, recruitment, and selection, administrative preparation programs, continuing professional development, recognition and retention.
September 1999	Establishment of steering committee for the Iowa School Leadership Initiative as directed by the State Board of Education.
Fall – Spring 1999-00	Community conversations across the state to assist in determining issues. This was a structured process using a methodology utilized previously by the State Board of Education to ensure active involvement of local representatives.
	Completion of Iowa Administrator Retirement Intentions Study by School Administrators of Iowa.
Spring 2000	Leadership Initiative issues report and recommendations. (Standards for School Leaders in report along with recommendations to improve the administrative preparation programs to align with the standards.)
September 2000	State Board accepts recommendations from the Director.
December 2000	Board of Educational Examiners establishes licensure based on the Iowa Standards.
February 2001	Revised membership for Leadership Partnership established.
March 2001	Iowa Partnership for School Leadership meets.
May 2001	Goals 2000 grants awarded that focus on leadership development: AEA 7 for Iowa Innovative Leadership; AEA 10, SAI, IASB, AEAs for Contemporary School Leadership; AEA 11 for Development of Tools to provide leadership in implementing data based decision-making; SAI, AEAs, Muscatine, & ISU for New Administrator Mentoring & Induction Program; SAI, AEAs 3,4,5, & 12 for Principal Preparation Program.
May 2001	Iowa awarded \$50,000 State Action for Education Leadership Project (SAELP) design grant.
June 2001	Department of Education receives and implements Gates grant for data driven leadership for all public and private school principals and superintendents.

August 2001	Chapter 79 rules adopted by State Board for Administrator Preparation Programs with stipulation that all programs must submit program documentation by August 2002.
September 2001	Leadership Standard established for AEAs to deliver services based upon the Iowa Standards for School Administrators of Iowa.
December 2001	Establishment of National Review Leadership Panel to review administrative preparation program submissions.
December 2001	Draft of Administrator Preparation Program Review and Approval Process distributed to programs to meet Chapter 79. Included timelines for completing the process.
January 2002	State Board notified of need to extend program applications for another year in order to allow enough time for programs to meet the new standards. Deadlines extended for submission of applications, providing administrator preparation program another year beyond initial deadline.
January 2002	SAI/IASB begin pilot of superintendent evaluation on the Iowa Standards.
January 2002	Iowa receives technical assistance visit from SAELP to discuss progress.
Winter Spring 2002	Partnership begins strategy study team work to address: 1) Priorities and Ways of Doing Business and Governance Structures; 2) Education & Professional Learning and Licensure, Certification & Program Accreditation; 3) Candidate Pool and Conditions of Professional Practice.
March 2002	Iowa awarded SAELP \$250,000 implementation grant.
April 2002	National panel reviews first round of principal preparation program applicants.
November 2002	State Board provides conditional approval to the first principal preparation program applicant.
November 2002	Strategies recommended by study teams
January 2003	Long-range plan developed for implementation of strategies aligned with SAELP priorities and approved by the State Board of Education.

March 2003	Demonstration sites awarded funds for implementation of SAELP strategies: AEA 10 & Cedar Rapids Collaboration for Contemporary School Leadership; UNI/Cedar Falls for Teacher Leadership.
May 2003	HF 549 passed by the Iowa legislature allows a superintendent to also be an elementary principal or a secondary principal.
June 2003	National panel reviewed all administrator program applications; heard presentations from all programs; provided verbal interaction and followed up with written requests for clarification on initial submissions.
July 2003	SAI/AEA Report on the Results of the New Administrator Mentoring and Induction Program
Summer 2003	SAI establishes electronic clearinghouse/toolbox for sharing best practices in leadership.
August 2003	Pilot begins for principal evaluation based on the Iowa Standards for School Leaders.
September 2003	State Board of Education accepts recommendation for approval of administrator preparation programs.
Fall/Winter 2003	Planning & design for the Iowa Leadership Academy.
November 2003	Board of Educational Examiners adopts K-12 license for principals.
December 2003	Board of Educational Examiners notices rule for combination of superintendent/AEA director for licensure.
December 2003	Teacher Quality Inclusion Study by the Department of Education with stakeholder input submits recommendation to legislature to provide mentoring & induction, evaluation procedures, and professional development plans for Iowa administrators.
January 2004	Statewide meeting of principal preparation programs, School Administrators of Iowa, Iowa Association of School Boards, and AEAs to begin discussions on possible collaborations in mentor programs for candidates and beginning administrators on a voluntary basis.
Winter/spring 2004	Iowa legislature requires all practitioner preparation programs offered in Iowa, including those institutions operating out-of-state, to be subject to program approval by the State Board (previously only Iowa-based institutions were required to have program approval).

February 2004	Submission of 2 nd round of SAELP grant.
April 2004	Approval of \$600,000 SAELP grant from the Wallace Foundation.
Fall 2006	Completion of Leadership standards and criteria. Iowa SAELP Project Director and School Administrators of Iowa coordinate research, development, and consensus for the standards.

Iowa's School Leadership Standards and Criteria

Standard #1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)
The administrator:
a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
b. Uses research and/or best practices in improving the educational program.
c. Articulates and promotes high expectations for teaching and learning.
d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.
e. Provides leadership for major initiatives and change efforts.
f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
Standard #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
The administrator:
a. Provides leadership for assessing, developing and improving climate and culture.
b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
e. Evaluates staff and provides ongoing coaching for improvement.
f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
h. Promotes collaboration with all stakeholders.
i. Is easily accessible and approachable to all stakeholders.
j. Is highly visible and engaged in the school community.
k. Articulates the desired school culture and shows evidence about how it is reinforced.

Standard #3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)	
The administrator:	
a.	Complies with state and federal mandates and local board policies.
b.	Recruits, selects, inducts, and retains staff to support quality instruction.
c.	Addresses current and potential issues in a timely manner.
d.	Manages fiscal and physical resources responsibly, efficiently, and effectively.
e.	Protects instructional time by designing and managing operational procedures to maximize learning.
f.	Communicates effectively with both internal and external audiences about the operations of the school.
Standard #4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)	
The administrator:	
a.	Engages family and community by promoting shared responsibility for student learning and support of the education system.
b.	Promotes and supports a structure for family and community involvement in the education system.
c.	Facilitates the connections of students and families to the health and social services that support a focus on learning.
d.	Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
Standard #5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)	
The administrator:	
a.	Demonstrates ethical and professional behavior.
b.	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
c.	Fosters and maintains caring professional relationships with staff.
d.	Demonstrates appreciation for and sensitivity to diversity in the school community.
e.	Is respectful of divergent opinions.
Standard #6: An educational leader promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)	
The administrator:	
a.	Collaborates with service providers and other decision-makers to improve teaching and learning.
b.	Advocates for the welfare of all members of the learning community.
c.	Designs and implements appropriate strategies to reach desired goals.